Policy Committee on Public Education Information PCPEI Meeting Minutes

Tuesday, March 18, 2014

William B, Travis Building, Room **PDC3 GoToMeeting**
1701 N. Congress Avenue, Austin, Texas 78701
9:00 a.m. – 11:00 a.m.

Members via GoToMeeting: Mary Ann Whiteker, Jeff Heckathorn for Robert Muller, Mary Beth Matula for Julius Cano, Lisa Garcia, Scott Lewis for Janet Spurgin, Judi Sparks for Ronny Beard, David McKamie (ITF Vice Chair)

Others Attending: Melody Parrish, Terri Hanson, Bryce Templeton, Fernando Garcia, Jeanine Helms, Amanda Callinan, Tessie Bryant, Cynthia Cammack, Julia Schacherl, Tina Sumners, Howard Morrison

1.   **Call to Order:** Mary Ann Whitaker called the meeting to order at 10:10 AM.

2.   **February 4, 2014 PCPEI Meeting Minutes**

Mary Ann Whitaker introduced the minutes from the February 4, 2014 PCPEI meeting and asked if there was any discussion. Mary Beth Matula made a motion to approve the February 4, 2014 PCPEI meeting minutes as presented. Lisa Garcia seconded the motion. The motion passed unanimously and the minutes from the February 4, 2014 PCPEI meeting were approved by the committee.

3.   **Information Task Force (ITF) Report to PCPEI for ITF Recommendations from the February 18, 2014 ITF Meeting**

David McKamie, ITF Vice Chair presented the Information Task Report to PCPEI for the Early Childhood Data System.

Summary of the ITF Business from the February 18, 2014 ITF Meeting

Early Childhood Data System   Action Item

The Texas Education Agency is proposing to move the first non-PEIMS collection into the Texas Student Data System. The system being proposed in the Early Childhood Data System (formerly known as the Kindergarten Readiness System).

Fernando Garcia presented an ECDS proposal to the ITF committee requesting that early childhood data be collected using the Texas Student Data System. The proposed Early Childhood data collection will leverage the existing TSDS interchanges (including data elements and code tables).

Fernando presented the list of data elements that are required for the collection. The list consisted of 36 Kindergarten and 25 Pre-K data elements. The list included one new data element (E1555- PK-SCHOOL-TYPE) and one new related code table (DC-PK-SCHOOL-TYPE). The proposal also included XML data samples, ECDS report mockups, and proposed Business Rules / edits.

The ECDS data will be collected using an Excel Template provided by TEA. An XML Converter provided by TEA will be used to convert the data in the ECDS Excel Template to the TEDS Compliant interchange XML files. This ECDS Excel Template will be supplied until all LEAs are able to supply data in the TEDS Compliant XML format.

Your SIS vendors may or may not be responsible for reporting the ECDS data collection.

Districts administering an assessment that is not compatible with ECDS as described in the 'To The Administrator Addressed' letter will notify the TEA program contact (Howard Morrison) of the type of assessment used, and the district will be responsible for retaining the data should TEA decide to collect at a later date.

Fernando Garcia presented the ECDS proposal to the ITF committee illustrating that the early childhood data be collected using the Texas Student Data System. The proposed Early Childhood data collection will leverage the existing TSDS interchanges (including data elements and code tables).

Fernando presented the list of data elements that are required for the collection. The list consisted of 36 Kindergarten and 25 Pre-K data elements. The list included one new data element (E1555- PK-SCHOOL-TYPE) and one new related code table (DC-PK-SCHOOL-TYPE). Fernando also presented the XML data samples, ECDS report mockups, and proposed Business Rules / edits for the ECDS data collection proposal.

Federal and State Education Policy has requested the collection of early childhood data using the Texas Student Data System. The proposed Early Childhood data collection would leverage the existing TSDS interchanges.

To accommodate the Pre-Kindergarten requirements, we will propose adding an additional data element and related code table:

- E1555 – PK-SCHOOL-TYPE
- DC152 – PK-SCHOOL-TYPE

Fernando Garcia described the data collection process and stated that the ECDS data will be collected using an Excel Template provided by TEA. An XML Converter provided by TEA will be used to convert the data in the ECDS Excel Template to the TEDS Compliant interchange XML files. This ECDS Excel Template will be supplied until all LEAs are able to supply data in the TEDS Compliant XML format.

Fernando Garcia also reviewed with the ITF the reports that are planned to be written from the ECDS data that is collected.

Texas Public School Prekindergarten Programs and Student Enrollment

Academic Year	2011-12			2012-13		
Program Type	Full Day	Half Day	Subtotal	Full Day	Half Day	Subtotal
Number Of Districts	660	375	1,035	690	347	1,037
Number Of Schools	1,748	1,476	3,224	1,759	1,473	3,232
Number Of Students	109,701	114,530	224,231	112,395	114,686	227,081

Texas Public School Prekindergarten Student Enrollment by Ethnicity

Academic Year	2011-12		2012-13	
	Students Enrolled	Percent Enrolled	Students Enrolled	Percent Enrolled
Ethnicity				
American Indian or Alaska Nat	1,022	0.46%	1,055	0.46%
Asian	6,448	2.88%	6,586	2.90%
Black or African American	33,292	14.85%	33,624	14.81%
Hispanic/Latino	145,991	65.11%	148,062	65.20%
Native Hawaiian/Other Pacific	278	0.12%	268	0.12%
Two or more races	3,154	1.41%	3,493	1.54%
White	34,046	15.18%	33,993	14.97%

Texas Public School Prekindergarten Student Enrollment by Gender

Academic Year	2011-12	2012-13

	Students Enrolled	Percent Enrolled	Students Enrolled	Percent Enrolled
Gender				
Female	110,776	49.40%	112,098	49.36%
Male	113,455	50.60%	114,983	50.64%

Texas Public School Prekindergarten Student Enrollment by Economically Disadvantaged Status

Academic Year	2011-12		2012-13	
	Students Enrolled	Percent Enrolled	Students Enrolled	Percent Enrolled
Economically Disadvantaged Status				
No	26,459	11.80%	29,778	13.11%
Yes	197,772	88.20%	197,303	86.89%

Texas KRS Prekindergarten Programs and Student Enrollment

Prekindergarten Year	Program Type	Number of Programs	Students in Prekinder-garten
	Full Day program	1,948	63,906
2010-11	Half Day Program	454	21,012
	Unknown	146	5,380
Total		2,548	90,298

Texas KRS Prekindergarten Programs by Facility Type and Student Enrollment

Prekindergarten Year	Facility Type	Number of Programs	Students in Prekinder-garten
	Family Day Home childcare program	2	93
	For-profit childcare program	407	2,927
	Head Start program	435	9,807
2010-11	ISD Prekindergarten program	1,348	71,937
	Not Specified	206	4,156
	Not-for-profit childcare program	94	888
	Religious or Faith-based childcare program	56	490
Total		2,548	90,298

Kindergarten Readiness of Students Enrolled in Texas KRS Programs

Prekindergarten Year	Students in Prekindergarten	Students Meeting Kindergarten Readiness Assessment	Percent Meeting Assessment	Students Not Meeting Kindergarten Readiness Assessment	Percent Not Meeting Assessment
2010-11	90,298	56,507	62.6%	33,791	37.4%

Kindergarten Readiness of Students Enrolled in Texas KRS Programs by Ethnicity

Prekinder	Ethnicity	Students in Prekinder-garten	Students Meeting Kindergarten Readiness	Percent Meeting Assessment	Students Not Meeting Kindergarten Readiness Assessment	Percent Not Meeting Assessment
	Asian	960	820	85.4%	140	14.6%
	Black	1	8,	75.0%	2,955	25.0%
	Hispanic	5	33,	56.4%	25,625	43.6%
2010-11	Native Alaskan	755	412	54.6%	343	45.4%
	Pacific Islander	81	64	79.0%	17	21.0%
	Two or More Races	562	446	79.4%	116	20.6%
	Unknown	5,072	3,	66.6%	1,694	33.4%
	White	1	9,	76.3%	2,901	23.7%

Fernando Garcia reviewed the business rules and validations that would be applied to the data during the collection process.

ECDS Proposed Field Validation Rules			
Rule #	Rule Text	Business Meaning	Error Level
Organization Data Category Field Validation Rules			
10010-000A	DISTRICT-ID must be unique for each Local Education Agency.	StateOrganizationId must be unique for each Local Education Agency.	Fatal
10020-000C	The combination of the following fields must be unique for each campus: CAMPUS-ID and EDUCATION-ORG-ID.	The combination of the following fields must be unique for each campus: StateOrganizationId and ID.	Fatal
Student Data Category Field Validation Rules			
40100-000E	The combination of the following fields must be unique for each student: TX-UNIQUE-STUDENT-ID and DISTRICT-ID.	The combination of the following fields must be unique for each student: StudentUniqueStateId and StateOrganizationId.	Fatal
40100-0016	FIRST-NAME, MIDDLE-NAME, and LAST-NAME must only contain the following characters: A-Z, 0-9, apostrophe, hyphen, and the space character.	The FirstName, MiddleName and LastSurname of a student must only contain the following characters: A-Z, 0-9, apostrophe, hyphen, and the space character.	Fatal
40110-000H	TX-UNIQUE-STUDENT-ID must be	StudentUniqueStateId must be unique for each Student Program.	Fatal

ECDS Proposed Field Validation Rules

Rule #	Rule Text	Business Meaning	Error Level
	unique for each Student Program.		
40110-000V	The combination of the following fields must be unique for each Student School Association: TX-UNIQUE-STUDENT-ID and CAMPUS-ID (SchoolReference).	The combination of the following fields must be unique for each Student School Association: StudentUniqueStateId (StudentReference) and StateOrganizationId (SchoolReference).	Fatal
46010-000A	The combination of the following fields must be unique for each Student Assessment: ADMINISTRATION-DATE, StudentReference and AssessmentReference.	The combination of the following fields must be unique for each Student Assessment: AdministrationDate, StudentReference, and AssessmentReference.	Fatal
Assessment Data Category Field Validation Rules			
60010-000A	The combination of the following fields must be unique for each Assessment: ASSESSMENT-TITLE, ACADEMIC-SUBJECT, ASSESSMENT-GRADE-LEVEL-ASSESSED, and ASSESSMENT-VERSION.	The combination of the following fields must be unique for each Assessment: AssessmentTitle, AcademicSubject, GradeLevelAssessed, and Version.	Fatal

ECDS Proposed Business Context Rules

Rule #	Rule Text	Business Meaning	Error Level
Organization District/LEA Context Rules			
10010-0001	DISTRICT-ID must match an entry registered with the TEA, and the last three characters must not be "950".	StateOrganizationId must match an entry registered with the TEA, and the last three characters must not be "950".	Fatal
Organization Campus/School Context Rules			
10020-0024	CAMPUS-ID must match an entry	For a school, the StateOrganizationId must be registered with TEA.	Fatal

ECDS Proposed Business Context Rules			
Rule #	**Rule Text**	**Business Meaning**	**Error Level**
	registered with TEA.		
Student Basic Information Context Rules			
40100-0099	TX-UNIQUE-STUDENT-ID must match an entry in the TSDS Unique ID system.	A student's StudentUniqueStateId must match an entry in the TSDS Unique Id system.	Fatal
40100-0300	For each student, student school association and student program data must be reported with a matching TX-UNIQUE-STUDENT-ID.	Student school association and student program data must be reported for each student reported in the ECDS data collection.	Fatal
40100-0301	If GRADE-LEVEL-CODE is "PK", then September 1 age should at least 4.	A student in grade PK should be at least 4 years old on September 1.	Special Warning
40100-0302	If GRADE-LEVEL-CODE is "KG", then September 1 age should at least 5.	A student in grade KG should be at least 5 years old on September 1.	Special Warning
Student Enrollment Context Rules			
40110-0001	For a student enrollment, TX-UNIQUE-STUDENT-ID must match a TX-UNIQUE-STUDENT-ID for a student.	For each student reported with enrollment data, there must be corresponding student data reported.	Fatal
40110-0300	TX-UNIQUE-STAFF-ID must match an entry in the TSDS Unique ID system.	A teacher's StaffUniqueStateId must match an entry in the TSDS Unique Id system.	Fatal

Note: These rules apply to the following Interchanges/Complex Types:
  1) InterchangeEducationOrganizationExtension (LocalEducationAgencyExtension complex type, SchoolExtension complex type)
  2) InterchangeStudentExtension (StudentExtension complex type)

3) InterchangeStudentEnrollmentExtension (StudentSchoolAssociation complex type, StudentProgramExtension complex type)
4) InterchangeAssessmentMetadata (Assessment complex type)
5) InterchangeStudentAssessment (StudentAssessment complex type)

ECDS - Legislative Background:

Sec. 29.161. SCHOOL READINESS CERTIFICATION SYSTEM.

(a) The State Center for Early Childhood Development, in conjunction with the P-16 Council established under Section 61.076, shall develop and adopt a school readiness certification system for use in certifying the effectiveness of prekindergarten programs, Head Start and Early Head Start programs, government-subsidized child-care programs provided by nonprofit or for-profit entities, government-subsidized faith-based child-care programs, and other government-subsidized child-care programs in preparing children for kindergarten. The system shall be made available on a voluntary basis to program providers seeking to obtain certification as evidence of the quality of the program provided.

(b) In developing and adopting the system, the center shall seek the active participation of all interested stakeholders, including parents and program providers.

(c) The system must:

(1) be reflective of research in the field of early childhood care and education;

(2) be well-grounded in the cognitive, social, and emotional development of young children;

(3) apply a common set of criteria to each program provider seeking certification, regardless of the type of program or source of program funding; and

(4) be capable of fulfilling the reporting and notice requirements of Sections 28.006(d) and (g).

(d) The agency shall collect each student's raw score results on the reading instrument administered under Section 28.006 from each LEA using the system created under Subsection (a) and shall contract with the State Center for Early Childhood Development for purposes of this section.

(e) The State Center for Early Childhood Development shall, using funds appropriated for the school readiness certification system, provide the system created under Subsection (a) to each LEA to report each student's raw score results on the reading instrument administered under Section 28.006.

(f) The agency shall:

(1) provide assistance to the State Center for Early Childhood Development in developing and adopting the school readiness certification system under this section, including providing access to data for the purpose of locating the teacher and campus of record for students; and

(2) require confidentiality and other security measures for student data provided to the State Center for Early Childhood Development as the agency's agent, consistent with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g).

For Kindergarten:

TEC 28.006 (c) – READING DIAGNOSIS

Each LEA shall administer, at the kindergarten and first and second grade levels, a reading instrument on the list approved by the commissioner or by the LEA-level committee. The LEA shall administer the reading instrument in accordance with the commissioner's recommendations under Sub-section (a)(1).

TEC 28.006(d)

The superintendant of each LEA shall:

(1) Report to the commissioner and the board of trustees of the LEA the results of the reading instruments;

(2) Report, in writing, to a student's parent or guardian the student's results on the reading instrument; and

(3) Using the school readiness certification system provided to the LEA in accordance with Section 29.161(e), report electronically each student's raw score on the reading instrument to the agency for use in the school readiness certification system.

TEC 28.006 (d-1) The agency shall contract with the State Center for Early Childhood Development to receive and use scores under Subsection (d)(3) on behalf of the agency.

For Pre-Kindergarten:
Sec. 29.1532. PREKINDERGARTEN PROGRAM REQUIREMENTS:
(a) An LEA's prekindergarten program shall be designed to develop skills necessary for success in the regular public school curriculum, including language, mathematics, and social skills.
(b) If an LEA contracts with a private entity for the operation of the LEA's prekindergarten program, the program must at a minimum comply with the applicable child-care licensing standards adopted by the Department of Protective and Regulatory Services under Section 42.042, Human Resources Code.
(c) An LEA that offers prekindergarten classes shall include the following information in the LEA's Public Education Information Management System (PEIMS) report:
  (1) demographic information, as determined by the commissioner, on students enrolled in the LEA's prekindergarten classes, including the number of students who are eligible for classes under Section 29.153;
  (2) the numbers of half-day and full-day prekindergarten classes offered by the LEA; and
  (3) the sources of funding for the prekindergarten classes.

The Early Childhood Data System (ECDS) Release Plan is as follows:
- Phase 1 will include Kindergarten data which will be submitted starting May 1, 2014 and will be due by July 31, 2014.
- Phase 2 will include Pre-Kindergarten data which will be submitted starting August 1, 2014 and will be due by October 31, 2014. The Pre-Kindergarten data collection is optional for school districts to report.

<u>ITF Discussion</u>

Aaron Daitz asked if a district would have to absorb the cost of the XML extracts for the ECDS data collection. Terri Hanson stated that in the early years of this collection, TEA would provide a Microsoft Excel spreadsheet and a XML conversion tool to the schools so that they would not be burdened by paying a vendor to build the ECDS extract for them. Terri suggested that the vendors that would most likely be interested in this work would be the assessment vendors (i.e. DMAC and Eduphoria).

Nancy Dunnam asked when this data was normally submitted to the Agency. Howard Morrison stated that the data was previously collected at the beginning of the year; about October.

Davis McKamie asked about the newness of the data elements. TEA staff stated that if a school is already loading data to the TSDS StudentGPS Dashboards that they are likely already loading all of the Kindergarten data being proposed in this collection. TEA is leveraging the existing TSDS data structures to eliminate duplicate data reporting.

Peggy Sullivan asked if a school was only allowed one type of reading assessment test when reporting the ECDS data. Howard Morrison stated that it is possible if a Headstart program is working in collaboration with the school district. Tessie Bryant stated that if the school does utilize more than one kind of reading assessment test, then the reporting system will allow the school to report more than one reading assessment test.

Brenda Richmond asked TEA about the date range for the testing. Howard Morrison stated that the reading assessments are given at the beginning of the year. Brenda asked about when software vendors such as Eduphoria will have the extract ready. Terri Hanson stated that TEA does not know when the software vendors will implement these reporting extract requirements.

Brenda Richmond also voiced a concern that this reporting requirement would naturally fall to the school district PEIMS Coordinators due to the data being collected through the TSDS system. To avoid this scenario, school will have to determine who at the districts have been submitting this information previously in order to potentially avoid the PEIMS Coordinator from being responsible.

Terri Hanson discussed the current development of the "To the Administrator Addressed"(TAA) letter that will be distributed once the collection was approved through the TEA governance process (ITF, PCPEI, and Data Governance Board). As soon as the TAA letter can be written, it can be shared with the committee.

Nancy Dunnam asked who will be responsible for conducting the training for the ECDS reporting system. Terri Hanson stated that TEA will develop and share training materials with the ESCs for use and distribution. Terri also stated that this

information would be shared with the ESC executive directors at their next meeting with the Commissioner of Education. Nancy asked specifically about the training needs for the 2014-2015 school year. Terri Hanson stated that TEA is working on the training and will communicate the materials and options as soon as possible.

David McKamie asked about the timelines for the reporting of the ECDS kindergarten information. Howard Morrison stated that for the 2013-2014 school year, the kindergarten reading assessment data from October 2013 will reported by the end of July 2014. For the 2014-2015 school year, the collection will resume its normal schedule with the data being due to TEA by mid December 2015.

David McKamie asked if school districts will be required use the spreadsheet procedure if they already have the data in the XML format. Terri Hanson stated that the ultimate goal is for all school districts to send the ECDS data in the XML format as extracted from the student information system. However, for the interim period, schools will be able to use the Excel spreadsheet to compile the data and then convert the Excel spreadsheet to the XML format. Adrian Garcia asked if this data will be part of the TSDS Early Adopter data submission activities. Terri Hanson stated that if a school district is already loading data to the ODS for the TSDS StudentGPS Dashboards, then the districts submitting that information are already loading the kindergarten data needed for this collection.

ITF Recommendation

The ITF Committee made a recommendation to approve the collection of Early Childhood data using the Texas Student Data System.

PCPEI Discussion

David McKamie confirmed his understanding that the submissions are usually done in the Fall but since the early childhood data was not submitted this year it is being submitted with an end of July deadline. Howard Morrison responded to David McKamie's questions regarding the collection: Howard Morrison confirmed that the data is prekindergarten and kindergarten data and that TEA plans to open the collection in April and have the collection completed by the end of July. Howard Morrison commented that prekindergarten data opens in an August to September timeframe and ends at the end of September. Howard Morrison confirmed TEA is collecting two prior years: 2012-13 and 2013-14. Howard commented that the assessment window is 60 days, from October to December.

Jeff Heckathorn asked if the student population being reported was a snapshot enrollment or the whole Kindergarten enrollment. TEA staff stated that the population is the Kindergarten students enrolled and who are tested with the reading assessment instrument that is administered by the school district or charter school. Jeff also asked about for what years this data would be collected. TEA staff stated that due to the termination of the KRS grant with the OZ Systems company, that this data had not been collected for a while, therefore the data will start with the 2013-2014 school year and then go back and pick up the 2012-2013 school year.

PCPEI members asked about the training that would be available for schools concerning this reporting. Howard Morrison stated that training webinars would be available to school districts.

Mary Beth Matula stated concerns about the responsibility of reporting this information falling to the district PEIMS Coordinators. The addition of this information collection should not result in the district PEIMS Coordinators being saddled with this reporting responsibility too. Terri Hanson stated that the Technical Data Stewards at the school district should be the responsible person for loading and/or submitting this information. Mary Beth was concerned that because this data collection is part of the Texas Education Data Standards that PEIMS Coordinators would become responsible regardless of the intent for the Technical Data Steward to submit this data. Terri Hanson stated that TEA would be careful when discussing this collection and not associate it with the regular PEIMS collections. Jeff Heckathorn also voiced his concern over the PEIMS Coordinator being assigned this responsibility of reporting.

Mary Beth Matula asked if TEA will be creating an Excel template and Howard Morrison answered that TEA would. Mary Beth Matula emphasized the importance of letting the PEIMS coordinators know that someone else is collecting the data. Terri Hanson commented that districts will identify a steward or a champion of the early childhood data.

Judi Sparks asked about the dashboards data loads versus the PEIMS data loads and the related reporting requirements to the ECDS collection. Terri Hanson stated that while the Dashboard related

data is not mandatory, the ECDS portion of the complexes that makeup the dashboard reporting are required. TEA is moving away from the "dashboards" concept in the TSDS system and the data will either be TSDS data or PEIMS data. Mary Beth Matula asked if a school has chosen to not participate in the StudentGPS Dashboards is the school required to submit the ECDS data. Terri Hanson stated that all schools are required to report the Kindergarten data and they must use the specified complexes.

Judi Sparks asked for clarification on whether this data collection is TSDS or dashboard or PEIMS. Terri Hanson commented we initially labeled this collection as dashboard but this is a mandatory collection in TSDS. Terri Hanson explained that a district is sending data in one time only and thereby easing the district's burden, and that TEA is using existing data interchanges.

Judi Sparks asked how a vendor developer would know which data elements constitute the ECDS collection. Fernando Garcia stated that TEA is developing supplemental section in the TEDS to identify the specific ECDS data elements that must be reported by an LEA. This supplemental section would also be used to communicate the requirements for new collections in the future of the TSDS system.

Mary Ann Whiteker summarized the discussions to her understanding that the TSDS system includes not only the PEIMS reporting requirements, but also the TSDS data that is used for multiple purposes such as the StudentGPS Dashboards, Early Childhood Data System, etc… TEA staff confirmed this understanding.

David McKamie then asked if TEAL comes into play for this collection. Terri Hanson commented that TEA is working out the details with TEAL.

David McKamie asked about the Unique ID and PID checks for the ECDS collection. Terri Hanson stated that the TSDS submission process for the ECDS data will check the Unique ID for a match and for 2 of 3 major demographics to match the corresponding Unique ID.

David McKamie asked about the school approving the data after submitting. Terri Hanson stated that there will be an approval process for the ECDS data after being loaded to the TSDS system by the district/charter.

Jeff Heckathorn asked about the repercussions of bad data being submitted and whether there are opportunities for resubmissions. Terri Hanson explained that data can be resubmitted up until the approval date. Jeff Heckathorn asked how he would recognize errors and warnings in Excel, and Terri Hanson explained that the ODS can report errors. The excel spreadsheet containing the ECDS data will be converted to an XML file and then loaded to the ODS. Districts will be able to login and review the reports that summarize the ECDS data prior to approving the ECDS submission.

Jeff Heckathorn commented that submitting the data will probably become the responsibility of the PEIMS coordinators and asked who has typically been submitting the data up until now. Howard Morrison explained that superintendents have designees who upload the data and these designees can change from year to year. Mary Ann Whiteker commented that it usually falls to principles or counselors in smaller districts.

David McKamie segued into the topic of code tables, and Fernando Garcia read through Element ID E1555, prekindergarten school type, and read through the 10 codes. Howard Morrison clarified that code 01 is for Head Start only and that 07 is the code for districts that are partnering with programs and placing students. Howard Morrison commented that TEA will include an explanation of what the codes mean in another section.

Jeff Heckathorn commented that the LEP coding scheme under TSDS definition is misleading and that a monitored student is no longer LEP. Bryce Templeton commented that TEA may have to make a slight adjustment to the code.

Jeff Heckathorn asked about the early reading indicatory already being collected in PEIMS, and Howard Morrison replied that the indicator is a separate item. Jeff Heckathorn asked if the ECDS data would be used to decide who needs accelerated instruction, and Howard Morrison explained there would be no comparison of the data.

Mary Beth Matula commented that there is a huge different between half-day and full-day programs. David McKamie commented that parents make decisions based on state reports, even if the reports are not a part of the accountability system.

Fernando Garcia then discussed a mockup of the reports on development and read the public benefit paragraph.

The validity of the data in the mock-ups was questioned, and Howard Morrison explained that the examples were not using actual data and they were just mockups and further explained that the numbers and percentages were just placeholders. Howard Morrison clarified that TEA would typically expect 85% or higher and commented that low percentages could occur in the interim as the result of one campus entering their data at a time. Howard Morrison stated that training presentations and webinars are currently under development.

Mary Beth Matula asked for clarification regarding the person that TEA thinks is responsible for pulling this data together. Howard Morrison stated that it would likely be the person who was previously supplying the KRS data to the OZ Systems. Mary Beth stated that in the smaller school districts this person would likely be the PEIMS Coordinator. Mary Ann Whiteker concurred with Mary Beth on the issues of this responsibility in a small district.

Howard Morrison commented there will be two reports produced using the collected data. The first will discuss the kindergarten ready measure and the second report will tie back to prekindergarten programs. Howard Morrison commented that students can be tracked with a Unique ID.

Fernando Garcia then read the business rules drafted by Jeanine Helms, pages 1 and 2, and explained it is a first pass at the business rules.

David McKamie asked when the districts can start reporting the data, and Terri Hanson stated that districts could start filling out the spreadsheets in April. David McKamie asked if they could submit by mid-June, and Terri Hanson confirmed they could.

PCPEI Action

Motion: Mary Beth Matula made a motion to approve the ITF recommendation to add the Early Childhood Data System to the Texas Student Data System as described above. Lisa Garcia seconded the motion.

Vote: The motion passed unanimously.

4. **ITF Membership Changes**
   No ITF membership changes were discussed with the PCPEI.

5. **Open Forum**
   No business items were discussed during the open forum.

6. **Next PCPEI meeting**
   The next planned PCPEI meeting in set for June 3, 2014.

7. **Adjournment**
   The PCPEI meeting was adjourned by Mary Ann Whiteker at 11:00 AM.